

STANDARD
H.B.2B.1
OBJECTIVE
What do you want students to <u>do and know</u> at the end of the lesson? (Example: Today we are learning to use a model to explain how cell parts are related to proteins.)
AGENDA
<ul style="list-style-type: none"> • Objective • Mini Lesson • Teacher Model • Collaborative/Group Activity – Cells: A Busy Factory • Independent Activity – Cells: A Day at CHS • Closure

COMMON BOARD CONFIGURATION

Components of an Effective Lesson

- **State Standards**
- **Objective**
- **Teacher Model** -- Teacher provides students with several clear examples of a skill (step-by-step) or concept.

The following steps are important for good modeling:

1. Make sure students have the appropriate background knowledge and prerequisite skills to perform the task.
2. Break down the skill into small learnable segments.
3. Check for student understanding along the way and re-model the steps that might be causing confusion.
4. Model the concept/skills as many times needed to make sure all students are ready to do it on their own.
5. Allow many opportunities for students to ask questions and get clarification.

- **Guided Practice** – Can be 1) teacher and whole group practicing strategy or skill, or
2) Collaborative practice

Before students are released to independent practice, the teacher makes sure students fully understand the skill/concept.

- **Collaborative Practice** – In groups of 2-4, students practice/discuss the skill/concept together. The teacher circulates, monitors and provide feedback as needed.

Examples of Collaborative Groups: Pairs (Think-Pair-Share, Turn and Talk, A-B Partners, Clock Buddies, etc.) or small groups

- **Independent Practice**
- **Check for Understanding (CFU)** – throughout the lesson, especially after each main lesson component, check that students understand what is being taught.

Examples of CFUs

- Tell the answer to a neighbor
- Summarize ___?___ (20 words max)
- Write summary and with neighbor
- ABCD cards
- White Boards (Chin It)
- Questioning